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ABSTRACT

This handbook provides guidance to school library specialists and architects for planning new or renovated library facilities that will meet the changing resource and technology needs of students and the community. An overview is provided of the essential library areas, including layout, structural, and climate control needs; the internal communication networks of the library facility; and considerations involving the Americans with Disabilities Act. The handbook also presents data tables comparing library areas for different school population sizes. It also offers detailed descriptions of essential areas, highlights expert advice from the facility planning and design field, and lists new and retrofitted school library facilities in Maine that are recommended for visits. Appendices present information on planning for accessibility and calculating shelving requirements. A glossary is included as well as a list of print resources to assist in library planning. (GR)

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Maine School Library Facilities Handbook

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Facilities Committee Members

Your suggestions and feedback are most welcome. Please address your comments to one of the members of the *Maine Association of School Libraries* (MASL) facilities committee listed here.

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PREFACE

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Excellent school library media centers require excellent programs, staff, materials, and facilities. The Maine School Library Facilities Handbook is designed to assist school library media specialists and architects in planning new or renovated facilities to meet the continually changing needs of both school children and school communities.

Computers and telecommunications continue to transform how students access, use and create information. Goals 2000, the State of Maine Learning Results, Improving America's Schools Act (IASA), and other school reform legislation carry the expectation that all students will be able users of a variety of resources and technologies. Students in our schools must develop the skills needed to locate, evaluate, and use information in order to meet their academic and personal needs, and to participate fully in a technological society. The school library media specialist, in collaboration with classroom teachers, provides a library media program in which individual users, groups of students, and whole classes learn, develop, and practice these skills.

These expanded expectations for students, along with the need to follow federal ADA requirements to accommodate the needs of the disabled, necessitate a new look at library design. Library media center facilities must provide for a variety of learning and teaching styles and access to new technologies. The library media center must be flexible and incorporate spaces which can accommodate a variety of simultaneous activities: whole class instruction, individual research, group work, recreational reading, and quiet study. ADA requirements often necessitate more space and special equipment or furnishings to accommodate the needs of physically disabled students. The growing role of school library media centers necessitates additional areas and increased square footage.

Given the geographical size and rural nature of Maine and its variety of school situations, it is difficult to create one design upon which other libraries should be modeled. Since many factors, such as grade levels, enrollment, and location affect design and because every instructional program is different, diversity in a library media facility design is expected and desirable. A plan for renovation or construction of a library media facility requires the collaborative efforts of school administrators, school board members, architects, teachers, library media specialists, other staff members, community members, and students.

A well-designed library media facility serves as a focal point for a school and its community, exemplifying their uniqueness, aesthetically and functionally. A creative and inviting space will attract users of all ages.

This handbook is intended to provide a starting place where basic information is furnished, and to serve as a link to resources that supply many of the specific details and information that may not be included here. Further assistance with planning and designing a school library media facility is available from the Media Services staff of the Maine State Library.

The guidelines offered in this handbook are based on several assumptions:

- FORM FOLLOWS FUNCTION. School library media center facilities must be designed to meet the needs of the library media program. Library media programs are continually changing, so facilities must be designed to be as flexible as possible in order to meet future needs.
- EVERY SCHOOL LIBRARY MEDIA CENTER MUST BE OF SUFFICIENT SIZE TO CONTAIN ALL THE ESSENTIAL AREAS. Library media center size should not be determined by school population. It should reflect patterns of use, which often mean that whole classes, small groups, and individuals will be using the library media center at the same time for different purposes. In order to provide a comprehensive program, a school library media center must include all essential areas listed.
- SCHOOL LIBRARY MEDIA CENTERS ARE COMMUNITY RESOURCES. In many communities school facilities, such as the library media center, are becoming learning centers for adults and others in the community outside of the normal school day. Consideration must be given to this use of the school library media center when designing a facility.

ACCESS TO INFORMATION MUST BE EQUITABLE. ADA requirements must be met to ensure equal access to information resources and technology for all students.

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GENERAL CONSIDERATIONS

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LOCATION

As an integral part of the total school program, the library media facility should be centrally located and easily accessible from all instructional areas of the school. A nearby elevator or ramp in multi-level buildings will facilitate access by the physically handicapped, as required in the ADA regulations, and will simplify transportation of audiovisual equipment. Entrances and exits should be strategically placed, making resources more accessible and inviting to patrons, and allowing transport of equipment directly to corridors. Consideration should be given to the proximity to noisy areas such as the cafeteria, gym, music or student gathering areas. With excellent acoustical features, placement near high volume student areas may be preferable. A location that allows for future expansion is desirable. In the event this facility will be used for community access when school is not in session, provisions should be made for public entry from exterior areas and parking lots, as well as easy access to rest room facilities within the secured area.

CONSIDERATIONS:

- Single story, central location, ground floor preferred
- Accessibility to all areas of school
- ADA regulations
- Multi-level building - elevator , ramp
- Noise factors / acoustics
- Flexibility
- Population growth
- Community access

LAYOUT

Flexibility in design is essential to allow a multiplicity of activities and to accommodate future curriculum and technological changes. The design should simplify supervision while recognizing efficient flow of traffic, to minimize disturbances. Control of exits is particularly important; the minimum number of exits required for safety and smooth traffic flow is recommended. Efficient design enables effective delivery of the program

CONSIDERATIONS:

- Supervision/Visibility
- Traffic flow
- Flexibility
- Exit control

ACOUSTICS

Acoustical treatments are a vital element in any library media facility design. These treatments are used

within the facility as a deterrent to an accumulation of noise factors (from patrons, equipment, fans), and as insulation from external noise factors (cafeteria, lobby and music areas.) To protect from ambient noise, as well as fans, equipment, and bells, consideration should be given to treatments in any area where audio/visual recordings will be taking place. Conference rooms, work and instructional areas should be soundproofed from the main facility.

CONSIDERATIONS:

- Acoustical treatments in all areas

The colors of the walls, fabrics, carpeting, other flooring, wood stain, paint and furniture should work together creating a unified look, so the facility is visually appealing and has a welcoming environment. It is the visual appeal of the facility that will add to its success.

WALLS

All walls should be constructed of sound-absorbent materials finished in muted, neutral colors to add visual appeal. For reasons of supervision, single floor designs are highly recommended. The facility design should eliminate any areas which cannot be seen from a single location. To enhance visual supervision, walls between patron areas and support services areas should include observation windows placed strategically. Allowing for shelving and carpeting, the windows should begin at least 45" from the floor.

Recording studios should be sound proofed and lined with sound absorbing materials to provide for better recording, without bells or intercoms. Television studios should have one wall painted light blue to provide a backdrop for filming.

Other considerations are as follows:

- Areas for the display of student projects, new materials, exhibits, and artwork should be prominently placed.
- In the main area of the library media center, intercom speakers should be located above the level of shelves or in an area where shelving won't be located.
- Interior walls of adjoining rooms outside the media center should extend above the drop ceiling to the roof of the building to prevent entry into this area through the ceiling crawl space.
- Is there a "wall to the future" if additional space is needed someday?

FLOORING

All floors should be finished with aesthetically appealing, sound absorbent materials. Static free, high quality, commercial grade carpeting is recommended for most areas. Acoustical vinyl or tile flooring, which is easy to care for and non-static, is recommended for media production and project areas, audiovisual equipment maintenance and storage areas, studio, darkroom, electrical service area, media reception and distribution areas where cables and wiring will be present, major traffic pattern aisles, and areas where running water will be in use. Antistatic matting may provide additional protection where needed.

In the circulation desk area, flooring should have extra padding. In the main entrance to the library media center, flooring may be made of other nonskid, easy to care for, attractive and durable materials; such as ceramic or quarry tile. Where equipment is moved on rolling carts, flooring should be continuous.

Wherever possible, neutral color flooring should be used. Dark flooring is harder to keep clean. While molding gives the walls a finished look, molding behind shelving can create gaps where items can

disappear.

It is advisable to consult with carpet dealers and manufacturers for information on problems that can arise from fumes associated with new carpeting and carpet cleaning fluids, which may trigger asthma and other allergic reactions in some individuals.

Considerations:

- Neutral colors
- Static-free, sound, sound absorbent materials
- Commercial grade materials
- Carpet fumes

CEILINGS

In all areas the ceiling should be finished with sound absorbent materials, such as acoustical tile. Ceiling material should be light and bright. Care should be taken in the placement of light fixtures, skylights and roof windows. Skylights and/or roof windows should be placed so that visibility will not be impaired, for example in the placement of a wall mounted screen. Ceiling height should be at least eight feet to allow for full size bookcases. Architectural design and/or concern for energy usage may also affect ceiling height.

CLIMATE CONTROL

A climate control system for heat and air is essential for the entire library media center, maintaining a temperature range at a maximum level of 70-77 degrees F. and a humidity of 60%. This can be accomplished in a variety of ways, from cross-ventilation to entire climate control systems. It is important that the system for the library media center be separate, ensuring that temperature and humidity can be regulated independently, and allowing the facility to be used when school is not in session. When the system is not in use, operational windows ensure an exchange of fresh air and provide cross ventilation. Proper temperature and humidity are crucial for suitable storage and preservation of materials and equipment.

CONSIDERATIONS:

- Independent climate control system - Heat/air
- Humidity 60%
- Temperature 70-77 degrees
- Operational windows
- Electrostatic filters on air conditioning units
- Humidifier/Dehumidifier

ELECTRICAL DESIGN

The electrical design of a library facility must be an integral and early part of the planning. The number of electrical outlets installed in a library must be sufficient to meet present, as well as future, needs. Ample outlets should be included in all workspace areas, the circulation counter area, wet carrel areas, parts of the facility in which equipment will be used, and in storage or other areas which have the potential to be converted to workspaces in the future. Even though outlets may not be used in certain areas at present, it is smart to install more outlets than you think you'll need. For example, consider locating outlets on walls that may initially have wall shelving. Future use of the wall space may include an activity where electricity will be necessary. Consider special items that may require electricity, such as a security system gate. The number of outlets installed must be sufficient to allow equipment to be plugged directly

into the outlet, rather than relying on the use of outlet strips or extension cords. The design of the facility should specify exactly where outlets need to be located, including height from the floor. Do not rely on a plan which specifies a particular number of outlets per linear feet, since this leaves contractors the option of installing banks of outlets in one spot, rather than spacing them appropriately around a room.

Workspace areas where built-in counters will be utilized, such as the circulation area, should include an electrical strip installed along the full length of the wall or back of the counter. Worktables located against a wall should have outlets installed above the work surface for convenience. Equipment use areas and/or computer stations located in the center of a room must have outlets installed that are flush with the floor. Switches and electric controls located on walls should be located conveniently, but care must be taken so that they are not hidden by shelving which may be installed at a later date. Concentrate these switches in a vertical arrangement in order to conserve wall space.

Inform the electrical engineer early in the planning process about items that draw a lot of power and may require separate circuits, such as a laminator. Determine peak loads and interference, which may affect electrical needs. The need for surge protection and backup power supplies should be considered.

CONSIDERATIONS:

- Number and location of electrical outlets
- Special equipment and/or areas that need power
- Location of switches and other wall controls
- Surge protection and backup power supply

COMMUNICATION NETWORKS

It is understood that a separate telephone line is essential to the effective operation of the library media center.

The networks discussed below address the internal communication networks of the library facility, although such systems are generally linked to building data networks and local cable television networks.

Television Distribution

The television distribution system uses multiple channels to distribute cable and/or satellite programs, play back video programs, and provide for local origination of programs throughout the building. This system should originate in the library facility and extend to all classrooms and other instructional areas throughout the building. Cabling should be installed which connects all areas of the library, administrative areas, the auditorium, the gymnasium, the cafeteria and instructional areas to the "head end" of the system. The cable jack(s) in each of these areas should be installed on the wall based on the location of the television monitor receiving the signal (for example, on a cart or wall mounted). Consideration should be given to the number and placement of cable and/or satellite drops that will come into the building at the "head end" of this system. The design and installation of the television distribution system should be completed in consultation with local cable company representatives and those who specialize in this area in order to acquire a system which meets the needs of the individual school program and takes into account different wiring methods and special equipment needed such as modulators, amplifiers, and splitters. Special features, such as a media retrieval system (which enables teachers in classrooms to use a telephone or computer to remotely access and control infrared devices, such as VCRs, which are kept in the library) may be planned for the building and should be incorporated into the planning of the television distribution system.

CONSIDERATIONS:

- Early planning with distribution system experts on a design to meet individual school program needs
- Location of "head end" of television distribution system
- Number of channels needed
- Location of cable drops throughout the building
- Location of cable jacks within rooms
- Cable company and/or satellite drops to building
- Special features, such as media retrieval system

Data Network

The rapid growth in the use of networked computers has made planning for data networks an integral and very important part of designing library facilities. Data networks must be designed to enable simple and flexible expansion of the network in the future. It is essential to have an expert in data networks plan a system that will meet the needs of the library. *Planning, as well as installing, data cabling requires a different set of knowledge and skills than that for electrical wiring.* Data network planners should consider the amount and type of data which will be sent over the network, the speed at which it needs to be transmitted, surge protection, and interference which may impact data transmission. The type and quality of cable and equipment used are key to the success of the network. In areas where cable will be run through conduit, it is crucial to ensure that the conduit will be large enough to handle future wiring needs. Sufficient data jacks must be installed for present, as well as future, needs. Consideration should be given in the planning stage to locate both electrical outlets and phone jacks near where data jacks will be installed.

CONSIDERATIONS:

- Flexible design which accommodates future needs
- Development of network design and installation by experts in the field.

ADA GUIDELINES

Compliance with ADA guidelines is required for any new or retrofitted school library facility. Title II and Title III of the American with Disabilities Act of 1990, which apply to all public institutions, provide that the same library services must be offered to people with disabilities as are offered to people without them. All of the ramifications of this provision cannot be explained in this short space. To further complicate matters, new regulations and interpretations of existing regulations appear on a regular basis. Three of these to be familiar with are the 1996 Telecommunications Act, the January 13, 1998 Accessible Regulations for Children's Environments, and expected revisions to the 1988 Technology-Related Assistance for Individuals Act. The library media specialist should work closely with the architect, and/or ADA and adaptive technology consultants to make the most appropriate design decisions to provide for the needs of the disabled library user. Librarians may find the resources in Appendix A useful. Physical access, adaptive technologies, and alternative information formats, the primary categories to consider, are closely interrelated and should be seen as part of a whole because decisions in one category will impact each of the others.

CONSIDERATIONS:

- Physical Access which includes but is not limited to floor space, aisle widths, entrances, exits, signage, furniture size and height, ramps, elevators, and restrooms.
- Adaptive Technologies which include but are not limited to special equipment, hardware, and software
- Alternative Information Formats which include but are not limited to Braille, large print, digitized speech, books on tape, real-time captioning for on-line conferencing, and captioned

video recordings

FURNISHINGS

The quality and design of the furnishings chosen will have a strong impact on the learning environment. Each area of the library media center has specific requirements for a wide range of furnishings including but not limited to tables, chairs, periodical display, seating for classes, as well as seating for areas of quiet study and research. Suggestions for specific types of furniture for each area of the library media center are included in this guide in the section Areas Essential for All Library Media Facilities which begins on pp

Considerations:

- Careful attention to ADA guidelines (see ADA considerations and Appendix A)
- Adequate seating to accommodate a minimum of one full class for elementary schools, one and a half full classes for middle schools, and two and a half full classes for high schools. Schools with student populations greater than 500 should increase seating capacity proportionately as the square footage guidelines include additional square footage to provide for expected higher percentages of student use.
- Computer stations which are in keeping with ergonomic recommendations for safe computing
- Durability, portability, flexibility, and functionality
- Library specific types of furnishings such as the circulation desk, dictionary stands, and shelving

SHELVING

Shelving choices will depend on the age range of patrons, the materials the shelves will hold and where the shelving is to be located. Care should be taken to select quality shelving that is not only aesthetically pleasing, but functional and durable. Refer to Areas Essential for All Library Media Facilities for types of shelving for different library areas. To calculate the amount of shelving needed for the book collection, refer to Appendix B.

Considerations:

- Adjustable shelving appropriate to its use

ERGONOMICS

Library Media Specialists and their patrons are not as prone to Cumulative Trauma Disorders as others who work all day at a computer might be, but care should still be taken to avoid potential risks in the following areas:

Considerations:

- Eye strain:
- Keep overhead ambient lighting low enough to avoid glares and shadows.
- Add supplemental adjustable arm task lighting to work areas.
- Use window coverings to eliminate VDT glare.
- Position computer screens away from uncovered windows.
- Neck strain:
- Position monitors directly in front of viewers.
- Shoulder strain:

- Desks and tables should be two inches lower than elbows.
- Set keyboards so forearms are parallel to floor.
- Back strain:
- Use high quality, comfortable chairs in office and at circulation desk.
- Patron tables and seating should be appropriately sized for age group served.

ENVIRONMENT

Creating an environment that is welcoming and pleasing to library patrons and staff will enhance the success of your library program.

Considerations:

- Aesthetics:
- Choose colors and textures that are conducive to learning.
- Functional design should also be inviting to all users.
- Lighting:
- Controls should be located in a convenient, centralized place with dimming and down light control available in some areas.
- Use standards issued by Illuminated Engineering Society of N.A.
- Windows:
- Should not hinder space utilization.
- Should not admit distracting light.
- Should be able to be opened without step stools or gadgets.
- Safety:
- Staff should have visual control of patron areas.
- Limit number of entrances and exits.
- Have appropriate locks for windows and doors.
- Furniture should be placed to allow free, easy access.
- Avoid throw rugs and slippery, waxed floors.
- Avoid unnecessary steps or changes in floor levels.
- Ensure compliance with local codes.

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OVERVIEW OF ESSENTIAL AREAS

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AREAS ESSENTIAL FOR ALL LIBRARY MEDIA FACILITIES

1. **Circulation (300-400 sq. ft.).)**

   area where media and materials are checked in and out.

2. **General Reading and Browsing, Listening, Viewing Area (student pop. X 10% X 40 sq. ft./student)**

   a. central room of LMS for student and faculty use to include adequate space for shelves
   b. Circulating Core Collection
   c. Reference
   d. Electronic Information Retrieval
   e. Periodical Area
   f. Audiovisual Software
   g. Vertical File
   h. Storage area for back issues of periodicals, media, and seldom used materials

3. **Group Instruction Room (700 sq. ft.).)**

   area for direct instruction, reading aloud, storytelling, book talks, puppet shows, video conferencing, ATM technology and viewing location

4. **Electronic Multimedia Production Area**

   area for school community to utilize technology to design, develop, and produce media products; may include sound controlled space for audio-video recording, desktop publishing, CD production, and additional capabilities as they become available.

Items 5,6,7 (550-700 sq. ft.).)

5. **Electronic Control Area**

   area for housing centralized electronic equipment

6. **Workroom**

   technical services area for minor repairs, materials processing, sorting, cataloging; may also include area for equipment storage and distribution and/or media production.

7. **Office for Media Center Administration**

room for administrative tasks, storage of administrative records and files, meetings and conferences which allow an open view of the media center.

8. **Equipment Room (400-450 sq. ft.).)**

secure area accessible to hallway, preferably adjacent to workroom, for storage, distribution, maintenance, and repair of hardware and software.

RECOMMENDED ADDITIONS

1. Video Studio (ATM studio site)
2. Photographic Darkroom

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COMPARISON TABLES

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Comparison of Library Areas for Schools of Different Sizes

	pop. 250	pop. 500	pop. 750	pop. 1000	pop 1250
Circulation	300	350	400	400	400
Instruction	700	700	700	700	700
Office/work	550	650	700	700	700
Equip/storage	400	450	450	450	450
Media	600	650	700	750	800
rvl stacks	1500	3000	4500	600	7500
TOTAL	4050	5800	9850	9000	10550

Proposed population of 250 or less

	Elementary	M.S.	H. S.	Present
Circulation	213	243	300	
Instruction	497	567	700	
Office/work	550	550	550	
Equip/storage	400	400	400	
Computer /multimedia	426	486	600	
rvl stacks	710	810	1000	
TOTAL	2796	3056	3550	1675
student-use	1846	2106	2600	
non-student	950	950	950	

Proposed population of 500

	Elementary	M.S.	H. S.	Present
Circulation	256	294	350	
Instruction	511	588	700	
Office/work	625	625	625	
Equip/storage	425	425	425	
Computer /multimedia	438	504	600	
rvl stacks	1460	1680	2000	
TOTAL	3715	4116	4700	2900
student-use	2665	3066	3650	
non-student	1050	1050	1050	

Proposed population of 750

	Elementary	M.S.	H. S.	Present
Circulation	292	340	400	
Instruction	511	595	700	
Office/work	650	650	650	
Equip/storage	450	450	450	
Computer /multimedia	475	553	650	
rvl stacks	2190	2550	3000	
TOTAL	4568	5138	5850	4050
student-use	3468	4038	4750	
non-student	1100	1100	1100	

Proposed population of 1000

	Elementary	M.S.	H. S.	Present
Circulation	304	352	400	
Instruction	532	616	700	
Office/work	700	700	700	
Equip/storage	450	450	450	
Computer /multimedia	551	638	725	
rvl stacks	3040	3520	4000	
TOTAL	5577	6276	6975	5250
student-use	4427	5126	5825	
non-student	1150	1150	1150	

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SQUARE FOOTAGE TABLE

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	Student Usable Space			**Non-Student Space**		**TOTAL**	
Enrollment	Elementary	Middle/ Jr. High	Secondary	All levels	Elementary	Middle / Jr. High	Secondary
250 or less	1846	2106	2600	950	2796	3056	3550
300	1988	2268	2800	950	2938	3218	3750
350	2160	2490	3000	950	3110	3440	3950
400	2304	2656	3200	950	3254	3606	4150
450	2482	2856	3400	950	3432	3806	4350
500	2665	3066	3650	1050	3715	4116	4700
550	2811	3234	3850	1050	3861	4284	4900
600	2957	3402	4050	1050	4007	4452	5100
650	3103	3570	4250	1050	4153	4620	5300
700	3249	3783	4450	1050	4299	4833	5500
750	3468	4038	4750	1100	4568	5138	5850
800	3663	4208	4950	1100	4763	5308	6050
850	3811	4378	5150	1100	4911	5478	6250
900	3959	4610	5350	1100	5059	5710	6450
950	4107	4773	5550	1100	5207	5873	6650

1000	4427	5126	5825	1150	5577	6276	6975
1050			6025	1150			7175
1100			6225	1150			7375
1150			6425	1150			7575
1200			6625	1150			7775
1250			6900	1150			8050
1300			7100	1150			8250
1350			7300	1150			8450
1400			7500	1150			8650
1450			7700	1150			8850
1500			7900	1150			9050

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DETAILED DESCRIPTIONS OF ESSENTIAL AREAS

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Library Media Center Space	Functions/Activities/Special Considerations	Equipment // Furnishings
Circulation	Area where media and materials are checked in and out. Area for returns (book drop). Should include information desk. Usually located near the library media center's main entrance	* network access * electrical outlets * charge desk and staff work area * public access catalogs * circulation computer * shelving for reserves and special collections * book carts/trucks * security system * display * telephone / intercom * cubbies for book bags * book drop * copier
General Reading, Browsing, Listening and Viewing *This area will include:*	Central room of library media center for student and faculty use. Allows adequate space for shelves (wall and free standing). Visible supervision by library personnel is a consideration. Creative use of shelving and furniture may be used to define areas in the library which accommodate a variety of functions and different sized groups. The areas described below need not be discrete areas, but may overlap or flow into one another.	* network access * electrical outlets * carpeting * adequate lighting (natural and artifical) * acoustical treatment * variety of seating (such as carrels, lounge chairs, standard tables and chairs) for reading, quiet study, viewing, listening and research for individuals and groups of different sizes * computer stations for information retrieval using current and emerging technologies

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		* individual audiovisual equipment with headphones * clock * display * photocopier
circulating collection	core collection (fiction and non-fiction)	* network access * electrical outlets * shelves (adjustable and movable, with consideration given to height of students in the building and with accommodation to ADA regulations) * public access catalog(s)
reference and electronic information	non-circulating materials used for research (e.g. encyclopedias, dictionaries, gazetteers, atlases) and to include Internet and telecommunications access, CD-ROM and emerging technologies	* network access * electrical outlets * shelves (adjustable) * atlas and dictionary stands * computer stations for information retrieval using current and emerging technologies * storage space * printers
periodicals	print, microform and on-line issues of serial publications (e.g. magazines, newspapers, journals)	* electrical outlets * display rack for current periodicals * newspaper rack * microfiche / microfilm reader printer(s)
audiovisual software storage	commercially and locally produced software for student and teacher use (e.g. videotapes, laser disks, CD-ROMs, CDs, audio cassettes)	* adjustable shelving (open and closed) * storage cabinets
vertical file	an organized collection of materials such as newspaper clippings, maps, pamphlets, brochures, pictures	* file cabinet with hanging folders.
general storage	back issues of periodicals, media and seldom used materials	* adjustable shelving * cabinets
Group Instruction Room	area for direct instruction, reading aloud, storytelling, book talks, puppet shows, video	* network access * electrical outlets * lightening and darkening

	conferencing, meeting space	capabilities * carpeted risers or stairs * flat area with chairs and tables * whiteboard * bulletin board * flannel board * magnetic board * podium or lectern * provision for audio / video recording * projection capabilities for computer images, VCR, overhead and other resources * projection screen * computer with appropriate interface * television monitor (27" minimum)
Electronic Multimedia Production Area	area for school community to design, develop, and produce multimedia products; may include sound controlled space for audio-video recording; should be accessible by groups without disrupting activities in other areas of the library.	* network access * electrical plug mold around the perimeter of the room * multimedia computers with sufficient RAM capacity and hard drive capacity as required by memory intensive graphics applications; with 17" monitors. * television monitor (32" minimum) for final products * color printer * additional electrical outlets in central work areas * audio and video recording equipment * assorted software and equipment for graphics production * color copier * editing / viewing equipment * scanner * video camera * digital camera * work tables * S video capacity

		* storage capacity
Electronic Control Area	tile floored, secure area housing centralized electronic equipment, heavy duty capacity wiring on an independent circuit; located in a climate controlled space	* network access * electrical outlets * server(s) * CD-ROM tower(s) * media retrieval units * video distribution equipment * cable drops * wiring closet * emerging technologies * smart uninterrupted power supply for network / server shutdown
Workroom	technical services area for minor repairs, materials processing, sorting, cataloging; may also include area for equipment storage and distribution and/or media production	* network access * electrical outlet(s) * paper cutter(s) * repair equipment and supplies * typewriter * shelving * Locking cupboards and/or cabinets * countertops with electrical plug mold and floor covering built to withstand heavy use. * sink with hot and cold water * tacking irons(s) * lamination equipment * computer station * telephone jack
Office for Media Center Administration	separate room for administration tasks, storage of administrative records and files, meetings and conferences which allows an open view of the media center	* network access * cordless telephone * fax machine * electrical outlets * intercom access * desk(s) * chair(s) * computer / printer * filing cabinet * shelving
Equipment Room	a secure room accessible to hallway, preferably adjacent to the workroom for storage, distribution, maintenance, and repair of hardware and software	* network access * electrical outlets * work bench with electrical plug mold * cable TV outlet * telephone jack

		* storage racks / bins * storage for spare parts, accessories and general supplies * equipment service and repair tools * file cabinet(s) * pegboard(s) * shelves * computer station
	RECOMMENDED ADDITIONS	
Video Studio	secure and sound proof area for production and distribution of video programs; accessible without disrupting activities in other areas of the library; may also serve as ATM site for interactive distance learning and video conferencing (equipment - see ATM specifications; specialists lists in appendix); consider benefits of digital versus analog equipment.	* network access * electrical outlets * built-in cabinets with locks * television cameras * tripods, dollies * video decks * mixers * microphones * lighting, track and movable * audio recording equipment * editing equipment * head end equipment * amplifiers * table * chairs * counter work surfaces
Photographic Darkroom	area for photographic production serving all instructional needs, yearbook staff, school newspaper and other activities	* electrical plug mold * stainless steel sink * counter space (wet and dry sides) * water temperature control * adequate ventilation * storage shelves and drawers under the counter * provisions for light lock * safe lights with appropriate controls * general darkroom equipment for photographic developing and printing

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ADVICE FROM THE FIELD

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Library Media Specialists Speak About . . .

Skills and Attitudes an Architect Needs to Work Collaboratively with Library Media Specialists.

- Ability to listen carefully
- Willingness to visit other library facilities with the library media specialist
- Understanding that the library media specialist is the expert on the library program and functions and how those translate into facility needs
- Understanding that the library program must be the driving factor in determining what the facility will look like
- Cooperative nature
- Flexibility
- Ability to keep in mind the age group of the primary library users

Planning & Design Considerations

- Build support for the library program long before the planning for a new facility begins
- Plan early - don't wait to be asked for input
- Read journals and books on planning facilities, attend workshops, and visit and talk with colleagues
- Seek input from a range of people in the school community, such as students, teachers, administrators, staff, and parents
- Keep a notebook to organize all

Architects Speak about ....

Skills and Attitudes a Library Media Specialist Needs to Work Collaboratively with Architects.

- Ability to enjoy the process
- Energy to blend school and library activities
- Cooperative nature
- Knowledge about technology
- Open mind
- Organizational skills
- Ability to create a vision - project into the future
- "Laid back" nature; ability to "roll with it"

Planning & Design Considerations

- Public access
- A strong "front door" entrance
- Availability during non-school hours
- Handicapped accessibility, including handicapped toilet
- Central location within the school
- Computers, workstations and networking into classrooms
- Flexible furniture - tables and chairs
- Storage

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findings
- Base facility design on program needs
- Plan for flexibility for the future
- Include acoustic/sound treatment, particularly if your facility will have a high ceiling
- Plan for unobstructed supervision
- Meet ADA requirements
- Consider adjacency to areas, such as main office, computer labs, academic classrooms
- Include seating for different types of activities to occur simultaneously
- Include items (such as circulation desk, security system gate) in construction budget if furniture/equipment budget is limited

Library Media Specialists Speak About .

- Check out school areas surrounding the library for potential problems (i.e. water leaks)
- Check references for furniture vendors regarding responsiveness to problems

Items You Don't Want to Overlook

- Security system
- Plenty of electrical outlets, even in areas that may not need them initially
- Computer workstation space for staff and students
- Data outlets in all areas where computers may be used initially or in the future
- Sink(s) in workroom areas
- Telephone(s)

- Flexible floor plan (no or few columns/walls)
- Flexibility to rearrange furniture to group activities
- Visual observation
- Program changes (for example, accommodating media presentations)
- Population changes
- Collection changes and growth
- Staffing changes
- Technology applications

Architects Speak About . . .

Items You Don't Want to Overlook

- Program space, including 30-student story hour space at elementary levels
- Broadcast television
- Cable television/ITV/ATM
- Photocopier(s)
- Circulation desk with visual observation through entire library
- Office adjacent to circulation desk
- Workroom with sink, counter, storage
- Storage room
- Multiple 120V/data outlets (walls and

- Variety of types of seating, including some of each type for handicapped accessibility
- Ample shelving for expansion of collection in the future
- Lighting fixtures which provide adequate lighting parallel to and between stack areas
- Direct access to corridor from equipment storage area

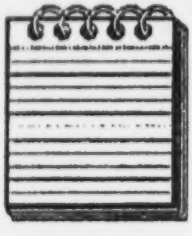
floor)

Tips on Working with Architects

- If you have the opportunity to participate in selection of an architect, look for one who has an understanding of or appreciation for libraries, and one who you feel will listen to your ideas
- Be assertive with your architect; speak up, be clear about needs. Be persistent; if your needs are not heard the first time, describe them again.
- If you are not satisfied with some aspect of the design or decoration, ask to have it changed.
- Remember that the architect works for you.
- Take your architect to visit other libraries, particularly those which his/her firm has designed, so that he/she can hear both positive and negative feedback about the facilities.
- Don't assume anything! Learn to read blueprints (including lighting and electrical plans), check each set of new plans for changes, keep detailed notes and ask questions. Put needed changes in writing, date, and copy.

What We Need from Library Media Specialists to Design a Facility that Meets Needs

- List of collection categories and count of books or materials in each category
- Description of program offerings (How may people use the library? How often? What support equipment and materials are needed?)
- List and description of storage requirements (items, sizes)



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LISTING OF NEW AND RETROFITTED SLM FACILITIES TO VISIT

Table of Contents | Preface | Considerations | Essential Areas | Comparison Tables | Sq Footage | Detailed Descriptions | Advice from the Field | Places to visit | A: Accessibility | B: Shelving Requirements | C: Glossary | Useful Resources | Committee |

E= Elementary . . . M = Middle . . . S = Secondary
All numbers in 207 area code

E	Blue Hill Consolidated School	PO Box 837	Blue Hill , ME	04614	374-2202
E	Songo Locks School	RR1 Box 51AA	Naples, ME	04055	693-6828
E	Winslow Elementary School	55 Benton Ave.	Winslow, ME	04901	872-1967
E	Coastal Ridge Elementary School	2 Ridge Road	York, ME	03909	363-1800
E	Fairview School	397 Minot Avenue	Auburn, ME	04210	784-3559
E	Benton Elementary School	62 Old Benton Neck Rd	Benton, ME	04901	453-4941
E	SAD 77 School Dept	1 Factory Rd PO Box 210	East Machias, ME	04630	255-3314
E	Sea Road School	35 Sea Road	Kennebunk, ME	04043	985-4405
M	William S. Cohen School	304 Garland Street	Bangor, ME	04401	941-6230
M	Oxford Hills Middle School	100 Pine Street	South Paris, ME	04281	743-5946
M	Bonny Eagle Middle School	RR2 Box 250	West Buxton, ME	04093	929-3831
M	Harrison Middle School	220 McCartney St.	Yarmouth, ME	04096	846-2499
M	Ellsworth Middle School	20 Forrest Ave.	Ellsworth, ME	04605	667-6494
M	Troy A. Howard Middle School	RR 1 Box 5691	Belfast, ME	04915	338-3320
M	Gray New Gloucester M. School	31 Libby Hill Road	Gray, ME	04039	657-4994
S	Ellsworth High School	275 Upper State Street	Ellsworth, ME	04605	667-4722
S	Poland Regional High School	1457 Maine Street	Poland, ME	04274	998-5400
S	Westbrook High School	125 Stroudwater St.	Westbrook, ME	04092	854-0810
S	Washington Academy	High St. PO Box	East Machias,	04630	255-3201

S	Washington Academy	190	ME	04630	255-8301
S	Thornton Academy	438 Main St.	Saco, ME	04072	282-3361
S	Hermon High School	RR2 Box 4085	Bangor, ME	04401	848-3365
S	Oxford Hills High School	250 Main St.	South Paris, ME	04281	743-8914
S	Brunswick High School	116 Maquoit Rd	Brunswick, ME	04011	798-5506
S	South Portland High School	637 Highland Ave.	South Portland, ME	04106	767-3266
S	Gorham High School	41 Morrill Ave.	Gorham, ME	04038	839-5004

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APPENDIX A: Planning for Accessibility

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Check with the project architect. Those who are not experts in accessibility will usually work with a consultant who is.

Consultants recommended by Maine librarians:

Sylvanus Doughty 6 Mayflower Road Hallowell ME 04347 (207) 626-7020	Dennis Pratt, Architect Alpha One 127 Main St., South Portland ME 04106 (207) 767-2189 www.alpha-one.org/arch.htm
William Hamilton Joy and Hamilton, Architects 323 Court St., Auburn ME 04210 (207) 782-1212	Dick Reed Reed & Co. Architecture 30 Pleasant St., Portland ME 04101 (207) 871-5678
Joseph Peters, Architect BEN1060@AOL.COM 1-800-644-1164	Tamara Saarinen Allegra Design Patterson's Wheeltrack, Freeport ME 04032 tsaari61@mail.caps.maine.edu
WBRC Architects 44 Central St., Bangor ME 04041 (207) 947-4511	Scott Teas TFH Architects 100 Commercial St., Portland ME 04101 (207) 775-6141

Thanks to Richard Sibley at Waterville Public Library for compiling the list of consultants.

Organizations:

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Ron Hanson Ryan Trask Lonna Clough Maine State Planning Office Augusta, ME 04333	Alpha One 127 Main Street South Portland, ME 04106 767-2189

Books, Videos, and Journal Articles:

ALA Video. *And access for all* [videorecording]: ADA and your library. Towson, Md.: ALA Video/Library Video Network, 1993.

Beck, Susan-Gilbert. "Technology for the deaf: remembering to accommodate an invisible disability." *Library Hi-Tec*, 1995 v13 n1-2 p109-22.

Berliss, Jane, et al. "Adaptive technologies for accommodating persons with disabilities." *Library Hi-Tech*, 1993 v11 n1 p29-65, 67-71, 73-82.

Cohen, Elaine. "The architectural and interior design planning process." *Library Trends*, Winter 1994 V42 n3 p547-63.

Crispin, Joanne L. *The American with Disabilities Act: its impact on libraries: the library's responses in doable steps*. Chicago: Association of Specialized & Cooperative Library Agencies, 1993.

Cassell, Marianne K. and the Vermont Board of Libraries Access Task Force. *Planning for Accessibility*. Montpelier, Vt: Department of Libraries, 1991.

Foos, Donald D. and Nancy C. Pack. *How libraries must comply with the Americans with Disabilities Act*. Phoenix, AZ: Oryx, 1992.

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Kilbury, Robert F. "The importance of an accessible environment for persons with disabilities." Illinois Libraries, Fall 1993 v75 n5 p285-289.

Library Administration and Management Association. Library buildings, equipment, and the ADA: Compliance issues and solutions: proceedings of the LAMA Buildings and Equipment Section Preconference, June 24-24, 1993, New Orleans, Louisiana. Chicago: American Library Association, 1996.

Mayo, Kathleen, et al. *The ADA library kit: sample ADA-related documents to help you implement The law*. Chicago: American Library Association, 1994.

Michaels, Andrea, et al. "Special section: library equipment and furniture." *Computers in Libraries*, November 1992 v12 n10 p8-10, 12-16, 18-34.

Pack, Nancy C. and Donald D. Foos. "Library compliance with the Americans with Disabilities Act" *RQ*, Winter 1992 v32 n2 p255(13)

Wide Web Sites

Telecommunications Act of 1996: www.fcc.gov/telecom.html
Americans with Disabilities Act: www.usdoj.gov/crt/ada/adahom1.htm
General Overview of Disability Resources on the WWW:
http://etcs.ext.missouri.edu:70/info/maa/net.html
American with Disabilities Act Accessibility Guide: .. www.access-board.gov/bfdg/adag.htm
DRM Guide to Disability Resources on the Internet: www.geocities.com/~drm/ADA.html
Internet Library for Librarians - Disability Services: www.itcompany.com/inforetriever/dis_gen.htm
Equal Access to Software and Information: www.isc.rit.edu/~easi
Library ADA Glossary and Links www.whitebuffalopress.com/adagloss.htm
Miscellaneous Resources: www.access-board.gov/other/other.htm
Center for Applied Special Technology: www.cast.org
Web Site Accessibility: www.yil.com
Use Bobby - check your web page for accessibility: www.cast.org/bobby
National Center for Accessible Media: www.wgbh.org/whbh/pages/ncam
National Federation of the Blind: www.nfb.org
Trace Research and Development Center: http://trace.wisc.edu
Web Accessibility Initiative: www.w3.org/WAI
Nevada State Library - see what they are doing about ADA: www.clan.lib.nv.us/docs/NSLA/ADA/ada.htm
ERIC - use ERIC for additional resources on ADA and libraries: www.ericir.syr.edu/Eric

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APPENDIX B: Calculating Shelving Requirements

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The following information is presented with permission of the authors and is taken from Planning School Library Media Center Facilities for New Hampshire and Vermont by Susan C. Snider and Leda Schubert, published in 1989 by the States of New Hampshire and Vermont's Departments of Education.

Shelving: Shelving should be adjustable and moveable rather than built -in. It is available in wood and in metal, and combinations of wood and metal. In determining type and placement of shelving consider the following:

- Freestanding double-faced stacks placed in rows of 4-6 sections is the most preferred stack arrangement.
- Single-faced units placed around outside wall is recommended only in very small library media centers.
- Counter height shelving my be used for picture books, reference books and to create special interest areas.
- Special shelving will be needed for periodicals, audiovisual software, displays and equipment.
- Shelves should not be more than two thirds full. It is recommended that the top and bottom shelves be initially reserved for collection expansion or used for display
- To insure continuity, purchase enough shelving to meet future needs.
- Adjustable shelving that can fall apart if one metal clip is removed should be avoided.
- Backstops should be added to open shelving to avoid books sliding to the shelf behind.

Shelves that are longer than 36" may warp.

Dimensions:

To calculate the linear feet of shelving needed use the following:

Picture/thin: 20 books per foot/ 60 books per shelf length
Standard size: 10 books per foot/ 30 books per shelf length
Reference books: 6 books per foot/ 18 books per shelf length
Periodicals: 1 per foot for display purposes

To calculate how many linear feet of shelving are required for a collection, take the total number of volumes to be housed and divide by the number of books per foot. For example, a primary collection of 5,000 volumes consisting of picture and thin books would require a total of 250 linear feet of shelving (5,000/20). Remember -- shelves should only be two-thirds full. To allow for this, multiply the number of linear feet required time 1.33. Example: 250 x 1.33 = 332.5, or 333 linear feet of shelving.

Use the following chart to determine how many linear feet there are per standard size unit of shelving.

Number of Shelves per unit	Linear Feet per Single Faced Unit	Linear Fee per Double-Faced Unit
3	9	18
4	12	24
5	15	30
6	18	36
7	21	42

When arranging spaces it is necessary to know how many volumes can be house per unit. To determine how many volumes per unit use the following chart.

Number of shelves per unit	Type of Book	Single-Faced	Double-Faced
3	picture/thin standard size reference	180 90 54	360 180 108
4	picture/thin standard size reference	240 120 60	480 240 120
5	picture/thin standard size reference	300 150 90	600 300 180
6	picture/thin standard size reference	360 180 108	720 360 216
7	standard size	210	420

When determining depth of shelving consider the following:

- Use 10 inch shelf depth for standard size books.
- Use 12 inch depth for picture books, reference books, and periodical and audiovisual storage.
- Equipment storage will require 18-24 inch shelf depth.

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APPENDIX C: Glossary of Useful Terms

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Alternate: work requiring detailed cost analysis at time of construction bid but which may or may not be part of the project depending on availability of funds

ADA/Americans with Disabilities Act: federal legislation, effective January 1992, addressing issues of accessibility and accommodation

ATM/asynchronis transfer mode: two way technology transmitting audio, video, and data simultaneously

Bearing wall: wall supporting a load other than its own weight

Bid forms: forms used to provide a uniform arrangement of information for ease in fair and equitable comparison of bids

Bubble diagram: a diagram that uses geometric forms to depict spaces and their functional, proportional, and physical relationship

Built-ins/built-in equipment: items purchased as part of the construction project and installed permanently in the building during construction, i.e. wall shelving

Change order: an alternation to the construction contract after the contract has been approved and amended, and the project is under construction

Circuit breaker: a fuse-like device, designed to protect a circuit against overloading, which can be reset

Clerk of the works: (see project manager/project engineer)

Clerestory: part of roof with windows extending above main roof

Crawl space: shallow space between the first tier of beams and the ground

Head end: in a school building, the site which receives television transmission for distribution to classrooms within the building

HVAC: heating, ventilation, air conditioning

Ground: a conducting connection, whether intentional or accidental, between an electrical circuit or piece of equipment and earth or some other conducting body serving in place of the earth

ITV/instructional television: the technology and methodology for the delivery of educational content, live

and/or taped, via a one way video and two way audio system among post-secondary institutions and public school receive sites

Lintel: horizontal steel member spanning an opening to support the load above

Movables/movable equipment: items purchased separate from the construction contract, which support the educational program of the school; generally identified as having a life expectancy of more than five years and a cost of more than $500.00 e.g. a piano

Planning sequence:

(1) program document: narrative description of entire construction project, the basis for proposals or invitations to bid by architectural firms and general contractors

(2) schematic design phase: study by architect of project requirements, followed by the preparation of schematic design drawings (not to scale) and supporting data; includes floor plan

(3) design development phase: preparation of more detailed preliminary drawing than schematic design phase and supporting data; floor plan further defined

(4) construction documents phase: final drawings, specifications, and bidding documents

(5) floor plan: showing placement of walls, doors, and windows; may include equipment and furnishings layouts; final phase prior to bidding

Project manager/project engineer/clerk of the works: a representative of the owner and/or designer, retained on a full time basis, for inspection purposes that are beyond the scope of normal architectural services

Raceway: any channel designed expressly for holding wire or cables

Scale: dimensions used to express relative proportion of linear feet

Site plan: shows entire site at suitable scale with boundary line and orientation; includes topographic information, building layout, drives, parking areas, walks, play areas

Specifications: definition of the qualitative requirements of products, materials, and workmanship upon which the contract for construction is based

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PRINT RESOURCES TO HELP YOU PLAN

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